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ABSTRACT

This book details a system for evaluating all training programs regardless of their instructional style, method, or format. In the introduction the relationship between high quality training and total customer satisfaction, types of training subject to quality problems, and ways of ensuring the quality of training are discussed. The remainder of the book examines the following topics: (1) learning objectives (making learning objectives the foundation of instructional design and delivery; writing and evaluating learning objectives; and designing a performance evaluation system to measure student competence with complex interactive sales, management, and teaching behaviors); (2) training effectiveness evaluation through a system consisting of total quality training standards, guidelines for meeting them, and expert criteria for measuring them; and (3) program development through an interactive system of guided discovery. Appendixes constituting approximately 40% of the book contain information about and/or examples of the following: total quality training standards, training effectiveness survey, student evaluation of training, expert criteria to measure total quality training standards, interactive inductive training sessions, development of training modules and learning objectives, and module planners. Solutions to tasks and practice exercises included throughout the book, a glossary, 28 references, and 132 tables/figures are included. (MN)

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